BENGAL SECRETARIAT
L.T.F.

Report

OF THE

DIRECTOR OF PUBLIC INSTRUCTION,

IN THE LOWER PROVINCES,

FOR THE

2ND QUARTER OF 1855-56.

Calcutta:

THOS JONES, CALCUTTA "GAZETTE" OFFICE.

1855.

BENGAL SECRETARIAT LIBRARY

No. 2115.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

W. GREY, ESQUIRE,

Secretary to the Government of Bengal.

Fort William, 28th December 1855.

SIR,

IN continuation of my letter No. 1405, dated August 31st last, I have the honor to submit a narrative of progress in the Education Department for the second quarter of the year 1855-56, *i e.*, from August 1st to October 31st last, with the original Reports noted in the margin.*

* Report No. 186, dated 27th November, from the Inspector of Schools, South Bengal.
Report dated 14th December, from the Inspector of Schools, Behar.
Ditto No 204, dated 24th November, from the Inspector of Schools, Assam, and North Bengal.
Ditto from the Inspector of Schools East Bengal, dated 25th instant.
Ditto from the Superintendent, Normal School, No. 18, dated 11th December.

2. The University Committee has held no sittings during the quarter, as, up to the conclusion of that period, it had not received from the several Local Governments replies to the references made to them. Replies have however now been received from the Governments of Bombay, Madras and the North-West Provinces, and, on the receipt of a similar reply from the Government of Bengal, the Committee will hold a general meeting and take such further proceedings as may be necessary. Since the date of my last Report, a Despatch has been received from the Court of Directors, setting at rest a point on which doubt was entertained, and authorizing the Government of India to take all measures necessary for the constitution of the Universities without further reference to the Home authorities. This permission will of course expedite matters considerably.

3. In the Presidency College the Professorships of Natural History (including Geology) and Natural Philosophy (inclusive of Astronomy)

b

have been filled up by the appointment of Dr. Liebig and Dr. Halleur. The only chair that now remains unfilled is that of History and Political Economy. A Teacher of Gymnastics has been added to the establishments of the Presidency and Hooghly Colleges, and, as far as can yet be seen, the advantages resulting from a cultivation of this branch of Education will be duly appreciated by the pupils of those Institutions and their affiliated Schools.

4. For the Berhampore College, an excellent site, on the bank of the river and outside cantonments, has been selected by the Local Committee and myself. Pending the erection of the new building which has been sanctioned, the College Classes have been removed from the incommodious barracks they lately occupied, and comfortably located in one of the best houses at the Station.

5. The tuition fees levied at the Dacca College were, until lately, lower than those of any College, with the exception of the newly established Institution at Berhampore. They have been raised during the quarter nearly to the rates prevailing at Hooghly and Kishnaghur.

6. The means of instructing the pupils of this College in Oordoo and Persian have recently been provided, in accordance with the strongly expressed wishes of the Mahomedan population of Dacca and its neighbourhood.

7. A series of recommendations by Lieutenant Lees, Officiating Principal of the Calcutta Mudrissa, having for their object the reform of the system of instruction in Arabic Literature and Science in force in that Institution, and its better adaptation to useful and practical purposes, was sanctioned by the Lieutenant-Governor in September last, and I was instructed to convey to Lieutenant Lees His Honor's cordial acknowledgments and thanks for his interesting and instructive Report on the existing system of Arabic study, and for the sensible and judicious propositions for its improvement with which that Report was accompanied.

8. It does not, I believe, fall within my province to report proceedings taken in connection with the proposed College of Civil Engineering.

9. The allotment of marks for the several subjects of Examination for English Senior Scholarships has been revised and adapted to the

new course of instruction in the Presidency and Mofussil Colleges as follows :—

Former Allotment.		*Present Allotment.*	
To Pure Mathematics, ...	100	To Mathematics, ...	100
„ Mixed Mathematics, ...	100	„ Natural Philosophy, ...	100
„ Literature and English Essay, ...	120	„ English Language and Literature,...	100
„ Bengali Essay,..	50	„ Vernacular ditto, ...	100
„ History, ...	70	„ History and Geography,...	100
„ Mental and Moral Philosophy, ...	60		
Total, ...	500	Total,...	500

10. You are aware that a set of Rules was promulgated some years ago by the Council of Education, under which certificates of fitness for situations of different grades were to be granted to all candidates for employment and promotion in the Education Department who might desire to undergo examination for this purpose. Examinations have accordingly been held from time to time in Calcutta, but the Council were not able to extend the operation of the Rules to the Mofussil, chiefly on account of the difficulty of organizing Examination Committees at distant places. This difficulty I have been able, under the new constitution of the Department, to overcome, and Committees for examining candidates will now assemble from time to time, under the guidance of the Inspectors of Schools, at such places as Dacca, Berhampore and Patna, and will grant certificates to all who can pass the prescribed tests. It is of course a necessary feature of this system that, on the occurrence of vacancies, certificated candidates are in all cases to be preferred to uncertificated ones, where other qualifications are nearly on a par. I append a copy* of the Rules as recently revised.

11. These Rules are applicable only to English teacherships. With regard to the inferior class of Teachers, *i. e.* Teachers for Vernacular Schools, it is necessary to provide machinery not only for examining but for training candidates. In my last Report I noticed the Normal School recently established under the superintendence of Pundit Ishur

---

Vide page 12.

Chunder Surma. I append to this letter a Report from that gentleman upon the progress of the School up to the 30th ultimo, from which it will be seen that much has been done, even in the short time during which the School has been in existence, towards supplying model and Indigenous Schools in the Districts near Calcutta with qualified Teachers.

12. Mr. Robinson's proposal for a Normal School at Gowhatty, for training Teachers for the Vernacular Schools of Assam and the neighbourhood, received the sanction of Government in September last. I hope to be able to make a favorable Report of its progress by the end of the current quarter.

13. It is proposed to establish a third Normal School, under Mr. Pratt's supervision, at one of the Stations in that gentleman's circle of inspection. Mr. Pratt's scheme is ripe for submission to Government, and it would have been submitted before now had it not been for an obstacle of which the Government is aware, and which it is to be hoped may before long be overcome.

14. The other measures adopted by Mr. Pratt and his Sub-Inspectors for the encouragement of popular Education are so fully detailed, and the further measures necessary and in progress are so ably set forth, in that gentleman's Report appended to this letter, that I need not mention them in detail. It will be sufficient here to observe that the number of Schools in Mr. Pratt's Districts that have actually received Grants in Aid during the quarter is 27, the majority of which have been set on foot through the exertions and liberality of Babus Joykissen and Rajkissen Mookerjee. The public spirit of these gentlemen and their zeal for the improvement of their countrymen are well known, and have been frequently acknowledged by the Government.

15. Numerous other applications for Grants in Aid have been received, but as orders were not passed upon them during the quarter under report, they will not be here adverted to. The popular feeling in the Districts of Mr. Pratt's circle is generally favorable to Education, and, under so able and enthusiastic an Inspector, this feeling is being developed and directed in such a way as to hold out good hope of success.

16. The new Model Schools in this circle, 18 in number, are under the immediate supervision of the Assistant Inspector, Pundit Ishur Chunder Surma. As remarked by Mr. Pratt, we cannot as yet venture to form an opinion as to the results of Schools which have been only two months at work.

17. In August last Mr. Woodrow submitted for approval a carefully prepared plan for the improvement of the Indigenous Schools in his Division. He proposed to select the most promising of these Schools, and form them into circles of from 3 to 6 Schools in each; to attach to each circle a well-qualified Vernacular Teacher, who should be paid by Government Rupees (15) fifteen a month, and should instruct the more advanced boys of each School in subjects beyond the capacity of the Gooroomahashoys; and to bestow rewards upon both boys and Gooroomahashoys in proportion to the progress made by the former. I submitted the scheme to Government in October last, having meanwhile authorized Mr. Woodrow to try it on a small scale, and in a few localities under his own immediate supervision; and I requested sanction to the organization of 60 circles of Schools thus aided, at a cost to Government of Rupees (25) twenty-five for each circle, or Rupees (1,500) one thousand five hundred in all. It is understood that the scheme has been favorably recommended by the Lieutenant-Governor of Bengal to the notice of the Supreme Government, and I trust before long to receive orders on the subject.

18. Mr. Chapman notices, as almost the only event of the quarter of a decidedly encouraging nature in his circle, the opening of a new School of a superior character at Dinapore. The School is at present conducted by a European gentleman, formerly a Missionary, but a wish is expressed to convert it into a Government School. The measures now under consideration for raising the Patna School to the status of a College or High School will be submitted for the orders of Government after my return from Patna, to which place I shall proceed in about a week.

19. Referring to the recent Resolution of Government lowering the educational tests of fitness for judicial employ, Mr. Chapman says—" If " practically carried out and believed, it will rapidly empty our English " Schools in this part of the country." " For myself," he adds, " I do " not dispute the justice and even expediency of the decision, provided " that it be clearly understood to apply only to the language. If the " meaning be that henceforward knowledge in the native sense of the " word only is to be required at the Examinations, and Western science " and knowledge are to be no longer a necessity, I think we have thrown " away almost the only lever we might have hoped to use with effect " against the prevalent ignorance of the country.

20. On this subject you recently forwarded for my information a paper by Mr. Atherton, the Judge of Sarun, the gist and purport of which may be summed up in the following extract from its last para. but one:—"The Government should encourage the acquisition of a "*thorough knowledge* of English, which alone is, in my opinion, of any "use, by every means in its power. Revenue and Judicial and Civil "appointments, such as those of Deputy Collectors, Deputy Magistrates, "and Moonsiffs, might with advantage, except in special cases of reward "for approved long service on the part of old servants, among whom "there are many most able men totally ignorant of English, be confined "to those Natives who have received a thorough English Education. "I only argue against the justice of requiring a knowledge of English "from men wishing to become *Vakeels* before they have had full time "given them to learn the language." As Mr. Atherton is told in reply that the Lieutenant-Governor "entirely agrees in the general spirit of "his [your] observations," and as your letter to the Sudder Court of 31st August last alludes to the standard* of the University Law Degree as that to which candidates for the judicial service will in future be expected to attain, it may be inferred that there is not the same objection to a certain knowledge of English and of the principles of Law being required of candidates for the Bench that is felt in regard to candidates for Pleaderships. In this view I would beg to express my entire concurrence. I cannot help regretting, however, that in the late orders to the Sudder Court this distinction was not drawn, and that two separate standards were not laid down, *viz.*, a low standard for the Bar and a higher one for the Bench.

* This standard, so far as it is yet determined, involved a considerable knowledge of English and an acquaintance with the general principles of Jurisprudence, and with the several systems of Law which obtain in this country.

21. If it be not too late, I would earnestly beg that this might yet be done; otherwise, as it seems to me, doubt and uncertainty will be produced in the public mind, when it is found that a comparatively high test of fitness prescribed by the Government of 1853 is reduced to a lower standard by the Government of 1855, only to be raised again to a higher standard than either by the Government which will establish the University in 1856.

22. The steps taken by Mr. Chapman and his subordinates for promoting popular and elementary Education will be found detailed in paras. 12 to 17 of that gentleman's Report. Under his zealous supervi-

sion the Sub-Inspectors have visited, in spite of the unfavorable season for travelling, 2,305 villages and 710 indigenous Schools during the quarter; about 2,500 volumes of Vernacular books have been sold, and 401 lent to Teachers; of the 72 new Model Schools sanctioned by Government, 11 have been set on foot during the period in question.

23. Mr. Chapman refers to the "infinitely superior organization of "the North-West Province system of Government," as "telling largely "in their favor in the Educational as in every other Department." It cannot be too often repeated for the information of those not thoroughly acquainted with the working of the two Governments thus brought into comparison, that the system under which almost every individual of the community has constant dealings with the (Revenue) Officers of Government, and looks up to these Officers as those upon whom his happiness and prosperity chiefly depend, is an engine of mighty power in securing the co-operation of the people with the Government, no matter what may be the scheme or project which the latter may have in view. Whether socially and politically the system is a good one is of course a very different question.

24. In Mr. Robinson's circle of inspection the Government have sanctioned a proposal for re-constituting the Anglo-Vernacular Schools at Gowhatty and Seebsagur, and raising them to the status of Zillah Schools. A set of Rules for the better management of the Vernacular Schools in Assam has also been sanctioned by Government, the object having been to secure the countenance and co-operation of the Collectors of Districts (Officers whose influence with the people resembles that of a Collector in the North-West Provinces) while leaving the details of School management mainly in the hands of the Inspector.

25. All the Government Schools, and many private and indigenous ones, have been visited once, or oftener, by the Officers of the Department during the quarter. Measures have also been taken for setting on foot the Model Schools which have been sanctioned for the Districts of Rungpore, Dinagepore and Bograh.

26. The Schools for the instruction of the Khassias and Kacharrees, which are under the superintendence of the Rev. Messrs. Lewis and Hesselmeyer, and which receive Grants in Aid from Government, are reported to be "in as efficient a state as circumstances at present admit of," and as promising to produce good fruit in time.

27. Regarding the preparation and publication of Educational Works, I may first briefly mention Mr. Grapel's translation of "Justinian's Institutes," prepared for the use of the Law Department of the Presidency College, and Mr. Hand's "Selections from Hume's Essays." Mr. Fell, Head Master of the Cuttack School, offered to publish a volume of Geometrical Exercises, if the Government would pay the expenses of printing, &c., but, as I was of opinion, after due consideration, that there was no urgent demand for such a work at present, the offer was declined with thanks. The Rev. Kishna Mohun Banerjee also offered to bring out a new and cheap edition of Euclid in Bengalee, provided Government would take 5,000 copies of the work. This offer I also felt obliged to decline with thanks, after consulting the School Book Society and the Officers of the Department, as it was generally considered that at present, at all events, and until it was seen to what extent the study of Mathematics could be carried at the Model and other Vernacular Schools, it would be impossible for the Government usefully to dispose of so large a number of copies of the work.

28. The following works in Bengalee are in course of preparation by Pundit Ishur Chunder Surma, or under his immediate superintendence:—

A new Work on Geography.
" " Edition of Marshman's History of Bengal.
The Elements of Natural Philosophy.
" " " Astronomy.
The History of Rome.
" " " Greece.
" " " England.
Translation of Rasselas.
" " Telemachus.
" " James's Fables of Æsop.

29. This last work will be illustrated with wood-cuts executed at the Industrial School. The Pundit wishes to introduce these books into the Model Schools, but I entertain some doubt whether all of them (for example the Histories of Greece and Rome) will be found well suited for this purpose. On this subject I shall probably communicate with you hereafter.

30. Lieutenant Lees has commenced the publication of a series of Persian Class Books, better adapted to the capacity of youth than those

at present in use, and designed to lead boys from the commencement of their Persian studies by the shortest and easiest path to the point at which a School education in the language should cease. The books are in use in the Madrissa, and a number of copies have been sent up to Mr. Chapman, who thinks that, as it has been decided that Persian shall be taught in our Schools whenever it is likely to act as an inducement to Mahomedans or others to send their children to School, it is well that it should be taught in the best manner practicable.

31. In connection with this part of my Report, I would notice the Terrestrial Globe lately constructed by Baboo Ram Chunder Mitter, with the names of countries, &c., in the Bengalee character. This is I believe the first Globe that has ever been constructed in India, and, as a work of art, it has received the commendation of the Lieutenant Governor, to whom it has been shown. A Map of Asia in Bengalee was likewise, during the quarter, published by this gentleman, for which a remuneration of Rupees (300) three hundred was granted to him by Government.

32. A Map of India in the Nagree character has been lately published by Baboo Rajendra Lall Mitter, and copies of it have been supplied to Mr. Chapman for his Model Schools. A number of copies of this Map have likewise, I understand, been taken by the Government of the North-West Provinces.

33. An Ooriya translation, by Mr. Lacey, of the "Hitopadesh" was purchased by Government, and 500 copies ordered to be printed for the use of the Schools in Cuttack.

34. In conclusion, I append a Tabular Return of the Schools that have received Grants in Aid from Government during the quarter. Those that have received aid since October will be noticed in my next Report.

Return of Grants in Aid sanctioned by Government from August 1st to October 31st 1855.

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Name and Locality of School.	English or Vernacular.	Amount of the Grant per Month.
Babu Chundy Churn Sing, ...	Howrah, ...	Male School at Bali, ...	Anglo-Vernacular,	50 0 0
Ditto ditto, ...	Ditto, ...	Female ditto at ditto,.....	Ditto, ...	30 0 0
.....	Kamroop, (Assam,)	14 Indigenous Schools in different parts of the District,	Vernacular, ...	41 10 8
Babu Kistanund Dutt and 6 others, ...	Baraset, ...	Nibodhoe School, ...	Anglo-Vernacular,	24 0 0
Col. Goodwyn, H. Pratt, Esq., and others,	Calcutta, ...	School of Industrial Art, ...	.....	200 0 0
Coomar Kalikissen Roy, ...	24-Pergunnahs, ..	Paikparah School, ...	Ditto, ...	64 0 0
Babu Birressur Banerjee, ... ,, Hurrie Chunder Mookerjee, ... ,, Woomesh Chunder Ghose, ...	Hooghly, ...	Bhodrocally School, ...	Vernacular, ...	10 0 0
,, Joykissen Mookerjee, and ,, Rajkissen Mookerjee, ...	Ditto, ...	Jerat School, ...	Anglo-Vernacular,	50 0 0
,, ,, ...	Ditto, ...	Bulhitee School,.....	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Moyapore School, ...	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Dwarbasinee School,.....	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Kamargachee School, ...	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Juggutbullubpore School,.....	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Poenan School, ...	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Jajoor School,.....	Ditto, ...	50 0 0
,, ,, ...	Ditto, ...	Comermorah School,.....	Ditto, ...	50 0 0
,, ,, ...	Burdwan,.....	Russickpore *alias* Mundlegram School, ...	Ditto, ...	50 0 0
Babu Joykisen Mookerjee, and ..... ,, Rajkissen Mookerjee, ...	Ditto, ...	Cowcher School, ...	Vernacular, ...	13 8 0
,, ,, ...	Ditto, ...	Koerparah School, ...	Ditto, ...	13 8 0
,, ,, ...	Hooghly, ...	Kenkerbutty School, ...	Ditto, ...	13 8 0

”	”	.....	Ditto,	.....	Mirzanagore School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Buttanul School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Madhubpore School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Nawreecha Nittanundpore School,		Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Gungadhurpore School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Bursundha School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Bhugeruthpore Dangachee School,		Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Tanepore School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Monohurpore School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Ranee Bazar School,	.....	Ditto,	.....	13 8 0
”	”	.....	Ditto,	.....	Paurah School,	.....	Ditto,	.....	13 8 0

I have the honor to be,

Sir,

Your most obedient Servant,

WM. GORDON YOUNG,

Director of Public Instruction.

P. S.—The return of the original papers is requested when no longer required.

RULES FOR THE EXAMINATION OF CANDIDATES FOR EMPLOYMENT AND PROMOTION IN THE EDUCATION DEPARTMENT.

A COMMITTEE for the purpose of examining canditates for employment and promotion in the Education Department will meet from time to time at Calcutta, Dacca, Berhampore, Patna, or such other places as may hereafter be fixed upon.

2. The candidates will be ranked in three classes, according to their acquirements and general aptitude for conducting the important and responsible duty of Education.

3. The Third or lowest Class will comprehend all such as are skilled in reading, writing, arithmetic, and the subjects laid down in the English Junior Scholarship standard, and who likewise show some aptitude in imparting instruction and explaining difficulties. This class will be considered eligible to situations of which the salary does not exceed Rupees (50) fifty a month.

4. The Second Class will consist of those who are highly skilled in the branches of study required to be taught by the Third Class, and who also exhibit great aptitude in teaching, and a good general knowledge of the duties of a School-master. They will be eligible to situations of which the salary does not exceed Rupees (150) one hundred and fifty a month.

5. The First Class will comprise those who are well acquainted with the subjects contained in the Senior Scholarship standard, whose knowledge is exact and of a high order, and who exhibit a capacity for imparting an advanced degree of instruction. They will be eligible to situations of which the salary exceeds Rupees (150) one hundred and fifty a month.

6. All candidates who are, or have recently been, holders of Senior or Junior Scholarships, will be exempted from examination by written papers, and will be examined *(vivâ voce)* only as to their aptitude in teaching the subjects for proficiency in which their Scholarships were gained.

7. Candidates for situations in Mofussil Colleges and Schools will be expected to possess a competent knowledge of the Vernacular.

8. In filling up any vacancy in the Department. the holder of a certificate under these Rules will always be preferred to one not holding a certificate, when the other qualifications of the candidates are equal or

nearly so ; and mere seniority and length of service, when unaccompanied by fitness for a high office, will in no case be considered to give a right to promotion.

9. Any Master who may be found deficient in zeal and energy in the performance of his duties, or whose class may not exhibit a sufficient degree of improvement at the Annual Examination, will be subject to examination under these Rules, at the discretion of the Director of Public Instruction.

10. Each candidate will be presented, after Examination, with a certificate, specifying the grade in which he has been placed by the Committee, and he will be permitted to undergo an examination at any future period should he wish to prove his qualification for a higher position.

11. These Rules do not necessarily apply to offices the salaries of which exceed Rupees (300) three hundred a month, or to the candidates for such offices.

WM. GORDON YOUNG,
Director of Public Instruction.

No. 186.

FROM

THE INSPECTOR OF SCHOOLS, SOUTH BENGAL,

TO

W. GORDON YOUNG, ESQUIRE,
Director of Public Instruction.

Dated Burdwan, 27th November 1855.

SIR,

I HAVE the honor to submit a narrative of the progress of educational measures in the South Division, for the quarter ending with the 31st ultimo.

1. Midnapore.
2. Hooghly (including Howrah.)
3. Burdwan.
4. Beerbhoom.
5. Bancoorah.
6. Nuddea.
7. Moorshedabad.
8. Rajshahye.
9 Malda.

2. My time and attention have almost exclusively been devoted to the promotion of the education of the *masses*, or in other words to the improvement of the indigenous Village Schools, and I proceed to state what steps have been taken towards the attainment of this object.

3. Early in August I obtained your permission to appoint two Sub-Inspectors in any of the Districts of my Division adjoining Calcutta, for the special duty of visiting the indigenous Schools, and of endeavoring to induce the people to improve them on the condition of receiving Grants in Aid under the Rules just then passed by the Supreme Government. As the equally important duty of subsequently superintending the instruction conveyed at these Schools, when improved, would also devolve upon the Sub-Inspectors, you concurred with me in the expediency of requiring such persons as I might select for this office to pass an examination in the Vernacular before Pundit Ishur Chunder Surma, the Assistant Inspector. I accordingly selected four from among a large number of candidates, and requested the above-named Officer to test their acquaintance with the Bengali language, by setting them to translate from English into Bengali and *vice versâ*, and to teach a class. Of four nominees, only three appeared, and of these, only one, in the Pundit's opinion, passed a satisfactory examination. As I did not obtain that Officer's Report until the end of August, and not wishing to lose any more time, I appointed, in addition to the passed candidate, the one who came next in Vernacular qualifications, stipulating, however, that his confirmation in the appointment should depend upon his passing a satisfactory examination at the end of six months. Thus one Sub-Inspector was appointed to the Hooghly District at the end of August, and another to Nuddea on the 10th of September.

Shortly afterwards I sent two other persons for examination, one of whom only succeeded in passing. These facts are not without interest, as bearing upon the question how far sufficient attention has been given to the study of the Vernacular in our Colleges. The persons thus selected were distinguished for their attainments in English, and two of those who failed to pass this Vernacular examination had been Head Masters of English (private) Schools.

4. I was anxious to appoint other Sub-Inspectors during the quarter, but I was informed by you that as the Assistant Inspector had already four such Officers in the Districts* where it was determined I should commence my operations, the appointment of any more could not be sanctioned, but that two of Ishur Chunder Surma's Inspectors would be placed under me. After waiting for their services for more than a month, I was informed on the 11th October, that the Assistant Inspector could not spare them, and

Hooghly.
Burdwan.
Nuddea.
Midnapore.

that I was at liberty to appoint others. I at once directed the candidate, who had passed the Pundit's second examination to proceed to Burdwan, but he was unable to do so until after the close of the month. I also selected some other candidates for examination, but the Pundit was unable to examine them until after the holidays.

These details may perhaps be considered so unimportant as to be out of place in this Report, but I have considered it necessary to state them in order to show why a larger field of operations has not been entered on.

5. I now proceed to mention the nature of the instructions given to my Sub-Inspectors on their appointment. Each Officer is furnished with a list, obtained through the local Officers, of the indigeneous Schools at present existing in his District, and he is instructed to visit those in the first instance where there appears to be the largest number of scholars. He then endeavours to ascertain the qualifications of the Teachers, the resources of the School, &c., calling together the principal people of the village, with the view of explaining to them the Grant in Aid Rules and the advantages of adopting a higher standard of education, special attention being of course called to the Notification of the 9th July last. They are invited to come forward and guarantee the payment of a fixed amount from schooling fees and subscriptions, and to consent to the appointment of a qualified Teacher, on condition of receiving a grant of similar amount from Government, besides prizes to both Teachers and pupils, and scholarships for the *latter* to be held at some higher Sschool. If, for instance, the people of a village guarantee the payment of Rupees 10 a month, then, with the Grant in Aid, there is an income of Rupees 20—Rupees 15 of which I assign to the new Teacher, and Rupees 5 to such one of "Gooroomohashoys" of the village as may be found qualified to teach the younger boys. Where a larger sum can be raised, the Gooroomohashoy or the Head Teacher gets something more, and a sum is put by for contingencies. The inhabitants either nominate the Teacher, or they request me to select one. In the former case I examine their nominee in the subjects noted in the margin,* or I appoint a Teacher from among the candidates who have from time to time presented themselves for examination and have been registered by me as being qualified for such employment. Where there are several small Schools in the village all near one another, the proprietors and princi-

* Reading and explanation of a few sentences in the Burjya Bostu or some work of equal difficulty; Derivation of words; Writing from dictaction; Arithtic on the English system; Mensuration; Geography; a few questions in Astronomy and the History of Bengal.

pal inhabitants are advised to combine and form a "Committee" for the management of one good School. Where the Schools are more distant, but no one of them is alone able to guarantee the required amount, it is recommended that one superior Teacher should be engaged, who shall share his time equally between the Schools, each of course having a separate Gooroomohashoy to teach the younger boys and keep the others to their work, during the absence of the Head Pundit.

Due care is taken to provide for such of the Gooroomohashoys as possess any qualification at all: they are promised rewards if their pupils make satisfactory progress, and they are urged to read the books necessary to qualify them for the post of Head Teacher.

The inhabitants are required to provide School accomodation, as one of the conditions of receiving the Grant, and to allow the Inspector and Sub-Inspectors to visit the aided Schools, with a view of supervising and aiding the Masters. A course of instruction has been laid down for all such Schools, and certain text-books* in each subject recommended for adoption, but others are allowed if found nearly as well adapted to the purpose. It will be seen that this course is nearly the same as that which forms the test of examination for the candidates for Village Teacherships.

* Reading, Writing, Explanation of Meaning, Derivations,	Borno Porichoy. Sishushikha. Nitibodh. Bodhodoy. Satya Chundrodoy. Charupath.
Arithmetic,	Harles' Gonitanka, or Chatterjea's Gonitsar.
Mensuration,	4th part of Gonitanka, and 2nd part of Gonitsar.
Geography,	Pearce's Bhugol, Brittanta, or K. M. Banerjea's ditto,
Physical ditto,	Rajender Lal Mitter's work.
Astronomy,	First Chapter of Pearce's Geography.
History,	Ishur Cunder Surma's Bengali Itihas.

6. Such is an outline of the proceedings which have been adopted in this Division. The work requires much tact and judgment, and a large portion of my time has been occupied in instructing my Sub-Inspectors how to proceed in each case, and for this purpose, they report to me fully upon the circumstances of every village visited by them, with the difficulties which arise and receive detailed instructions how to meet them. You will easily understand that some time must necessarily elapse before such proceedings are fully understood and appreciated, how much consideration and discussion every village requires before it will come forward with the necessary "guarantee," and for the first month there was but little result to our labours. At length, however, we are meeting with fair encouragement, especially in the District of Hooghly,

where enlightened views have made greater way than elsewhere, and where I have had the good fortune to be aided by a Sub-Inspector (Baboo Protaup Narain Singha) in every respect eminently fitted for his work.

7. Among the most prominent difficulties which we meet with are the following.

Each of the Schools in a village is generally held in the house of one of the wealthier inhabitants, who has a Gooroomohashoy for his own children and for those of his neighbours who are willing to pay a small fee. The School is his School, and it gives him a certain amount of importance, and he is not therefore disposed to part with that source of influence, which is of course the case when his School is absorbed with half-dozen others to form one common School.

8. In spite of all we can do, some of the Gooroomohashoys or "Sircars" must necessarily lose employment, and they are not always willing to listen to our invitations to study and improve themselves. Whenever this is the case, they become active agents of opposition to our proceedings.

9. Another difficulty is that, however poor the village, English education is what the people ask for, and when we talk of an improved Vernacular School, there is general disappointment and consequent unwillingness to do anything. The people see that an English education has enabled numbers of their countrymen to obtain high and remunerative employment, and they think that if their children too learn a little English, they must as a matter of course be equally fortunate. They do not understand that, with the increased number of young men instructed in the English language, the standard of qualification demanded by every employer is constantly rising; moreover, there are now a vast number of young men taught at inferior English Schools, or in consequence of poverty, for a year or two only at some good School, and this circumstance, taken in conjunction with the other just mentioned, must lead to the existence of a considerable class of persons, who, while unwilling to follow the humbler calling of their parents, are not qualified for occupation of the kind they aim at. The multiplication of elementary English Schools for poor boys is, I think, therefore an evil to be avoided, while on the other hand the expenditure requisite for the establishment of such Schools would be sufficient for twice the number of good Vernacular Schools, where the village youth can get not only a knowledge of reading, writing, and accounts, but much other useful

knowledge besides. I trust that ere long we may be able to bring the people to understand this.

10. A large portion of my time has been occupied in examining candidates for the Teacherships of these improved Schools. These persons consist for the main part of two classes, the "Gooroomohashoys" and men who have passed two or three years at some English School. The former I find generally ignorant of anything beyond Bengali reading, writing, and the native method of arithmetic, and the latter ignorant of Bengali. However, out of the whole number, I have been able to obtain sufficient Teachers to meet actual vacancies, more especially as some time must necessarily elapse before they will be required to teach the full course laid down for the new Vernacular Schools. They have all been appointed for six months, their confirmation being made to depend on their passing another examination at the end of that time. A few of the Pundits instructed since July last in Ishur Chunder Surma's Normal School have also been placed at my disposal.

11. The fact however remains, as I have pointed out in a recent letter on this subject, that we must have men properly *trained* for the important duty of educating the masses, and that this training cannot be given except by establishing a thoroughly efficient Normal School under European superintendence. It must be borne in mind, as I may perhaps here be allowed to repeat, that for the purpose of awakening the minds of the lower classes of arousing a spirit of inquiry and of observation, and a thirst for knowledge, we must have Teachers who are both fitted by nature for that calling, and who are thoroughly trained in the art of conveying instruction. The period for which the children of the poorer classes can attend School must necessarily be short, and it becomes consequently a matter of paramount importance to make the most of that short period. During the three or four years which will, in the case of the majority, comprise the full term of the School attendance, such a system of instruction must be adopted as shall effect two great objects, the first being the *promotion of habits,* or in other words the development of the power to learn to observe and to reflect, together with an appreciation of the practical value of knowledge, and the second object being the thorough acquisition of a certain number of such facts and processes as shall be useful to the scholar in actual life.

12. Now to do all this in so short a time, no mere mechanical teaching out of printed books, no mere hearing of lessons learnt by rote will

do. We must have men trained in those systems of teaching which after years of discussion and of educational experiments, those at the head of this science in Europe have finally agreed in considering as the best adapted to the end in view.

From the peculiar difficulties which belong to Village School education, of which the short period of School attendance is the chief, it is perhaps more necessary in their case than in that of any other Schools that the Teachers should be systematically trained in the art, and should receive a degree of instruction far in advance of the mere School course which they are to teach. All writers on this subject insist upon the fact, that if the Teacher is to be qualified to awaken the mind of the scholar to train him to habits of reasoning and reflecting, and to make learning ever fresh and interesting, he must be far in advance of the mere books which he teaches, and must be able to illustrate all that comes before him from every possible point of view, so that every new fact may be connected with familiar associations and illustrations.

No doubt it was from the want of properly trained Teachers, as well as from the want of systematic inspection and control, that the Government Vernacular Schools of 1844 failed so lamentably.

13. That it is not impossible to train men in accordance with the high standard I have indicated, and through the medium of the Vernacular alone, has been sufficiently proved by the suceess of the experiment made at the Santipore Normal School by the Kev. C. Bomwetsch, of the Church of England Mission. That gentleman has for about three years had the charge of a Normal School at Santipore for the training of Teachers for the Schools of that Society. These young men, instructed by Mr. Bomwetsch, almost without text-books, and without one word of English, have acquired not only a thorough knowledge of the art of teaching, but a thorough grounding in Mathematics, History, Geography, Astronomy, Sanscrit and Theology. I never examined a class with a more satisfactory result, while the intelligence and acuteness of these lads, the sons of low caste villagers, the Christians of Krishnaghur, was most remarkable. I think that the Government and the public owe much gratitude to those who have made this important experiment, for now there can be no doubt that it is possible to give the requisite kind and degree of training in the course of two or three years without an English education, which would occupy twice as much time, and be more than twice as expensive to the persons taught.

The establishment of an Institution where this important object can be satisfactorily attained is now, I believe, under the consideration of Government, and I trust that ere long this great and indispensable measure may be carried out.

14. I now proceed to speak of the next important step towards the promotion of popular Education, *viz.*, the preparation of books, both for general reading and for School teaching.

In addition to the new editions of Bengali Spelling Books and Readers mentioned in my last Quarterly Report as being in course of publication by Pundit Ishur Chunder Surma, the following are also either in the press or are being prepared under his superintendence :—

A new work on Geography; a new edition of his translation of Marshman's History of Bengal; Works on Natural Philosophy and Astronomy; Histories of Greece, Rome, and England; and translations of Rasselas and Telemachus.

15. As regards the *immediate* wants of our new Vernacular Schools, I do not think we are badly off for School-books, as their preparation has for many years past been much attended to in Bengal, and such deficiencies as there are will doubtles soon be supplied. You will have seen, that in every subject of the Village School course specified in my 5th para., a corresponding class-book has been found. The fact is, that with an improved race of Masters, the character of the School-books becomes a matter of less importance. With such Masters as we have at present, the book is everything, for the Master cannot supply what it fails to give. With really good Masters, a higher teaching is given than can be obtained from a class-book which then takes its proper place as a mere text for the Master to teach from.

16. As a long time must however elapse before we can hope to get Masters who can do this, we must make our class-books as full as possible, so that there may be nothing left to the Master. For present purposes, most of these books are too dry and too brief; there is not enough detailed explanation and illustration to enable the child to receive a sufficiently vivid impression. He learns a bare fact, but it does not become sufficiently *real*, because not associated in his mind with other facts familiar to him. For these reasons, the present race of Masters ought to find printed at the end of every chapter a carefully prepared series of questions which shall not be mere questions to test the memory of the facts mentioned, but questions so contrived as to illustrate those

facts, and make the child think and reason about them. Works on such subjects as History, Geography, and Astronomy appear to me especially to call for class-books of this kind.

17. In my special Report on this subject I have made the following further suggestions in regard to the mode in which Bengali reading books should be prepared.

At the foot of every page the Sanscrit roots of all Bengali words occurring in that particular page should be printed together with their origiginal and derived meanings. This information should not be given more than once in the course of the book, and if forgotten when the word occurs again, the pupil should be obliged to look back to the page where it first occurred, which I believe would seldom be found necessary. The more my attention has been directed to the subject of Vernacular education, the more convinced have I become of the extreme importance of rendering the people of this country familiar with the derivations of words. The transition state of the Benagli language, the uncertain use of numerous words, and the necessity for the constant introduction of new terms, are all arguments which exist here in addition to those which are recognised in European countries. To give this sort of knowledge in the way I now suggest will hardly occupy any additional time or trouble on the part of either Scholar or Teacher. Again, the introduction of new Bengali terms derived from the Sanscrit takes place with every fresh publication, because in this way alone can ideas of European origin be conveyed. Now the Teachers with whom we shall for a long time yet be obliged to content ourselves will be unable, without some aid of the kind above mentioned, to explain the derivations and applied meanings of such words.

18. Another suggestion I have to make is, that in the case of all technical terms and foreign words, which do not admit of translation, but have to be embodied in the Bengali language, with the mere change of the character in which the word is written, the word should be printed in English also, thus গ্রেট ব্রিটেন (Great Britain,) এগ্রিকোলা (Agricola,) আক্সিজান (Oxygen,) &c. This will be a great check against misconconstruction and mis-pronunciation, and as ere long there will be but few Teachers, who are not at least acquainted with English letters, this provision will not be thrown away.

19. I should be glad to see the formation of a distinct branch in connection with your Office for translation purposes, as this would enable us

to prepare School-books on a uniform plan, to invite discussion upon such points as those above suggested, and then to carry out views so arrived at into actual practice. At present, the Education Department has to depend for its supply of School-books upon the chance publications of a vast number of different individuals, working without concert, each after his own fashion, so that some subjects are neglected, while on others we have half-a-dozen different books all contending for our patronage. If there are insuperable objections to the formation of such an Office, I think that individuals of known character and fitness should be selected whenever any particular book is wanted, and a handsome remuneration offered for its preparation, on the condition of such principles of translation, and such mode of preparation for School teaching, as you may approve, being adopted. I have already in a previous letter recommended the preparation of an elementary work on Ethics and a translation of a work on Mental Arithmetic.

20. Closely connected with this subject is the preparation of popular works for general reading, both for children and adults, which it belongs to this Department of course to encourage in every manner possible.

Among books of this class, which have made their appearance during the quarter, are the first part of a History of Great Britain and Ireland, works on the Steam Engine and the Electric Telegraph,* and a translation of some of the "Percy Anecdotes."†

By Kalidoss Moitra, and published by the Deys of Serampore.

† By Baboo Ramchundra Mittre (for the Vernacular Literature Committee.)

21. The next point on which I have to report is the progress made towards promoting the sale and circulation of School and other useful books in the interior. On learning that a Central Book Agency in Calcutta had been organised under your control, and that an Agent would be appointed in connection with that Office at each Sudder Station, I brought to your notice the necessity of having other subordinate Agents throughout the interior of the different Districts, as otherwise, from the difficulty of communication, the supply of books in the hands of the Sudder Station Agents would be only available to those living within a short distance. I therefore suggested that the Masters of all Vernacular Schools and respectable stamp-vendors should be invited to become subordinate Agents for the interior.

The stamp-vendors hold a public position, which is a sufficient security against embezzlement; their place of residence is widely known, and

from the very nature of their occupation, they constantly come in contact with large numbers of persons.

I have called the attention of the Book Agents at several of the Sudder Stations to the fact, that it would be worth their while to allow these subordinate Agents half their commission of 10 per cent., as those who resorted to the Mofussil Agent would be persons residing at too great a distance from the Sudder Station to go there for the purpose. I have found both parties willing to enter into these arrangements, and as soon as I hear from you that the Calcutta Agent can supply all such books as may be approved by this Department, lists of works, with their prices, will be supplied to the different Agents, and copies of the same, and the names of the Agents posted up at all thannahs, market places, &c. In this manner useful works of general literature, as well as for instruction in Schools, will be brought within every man's reach.

22. It may be as well to close this part of my Report with a statement of the actual number of Schools which have received Grants in Aid during the quarter. It must be premised, however, that applications for many more had been received up to the 31st October, which, from not being accompanied by information on several of the points specified in the Rules, were not ready for transmission to Government.

The list is as follows:—

A grant of Rupees 50 a month to an Anglo-Vernacular School at Bali.

A grant of Rupees 30 a month to a Vernacular School for girls at the same place.

Grants of Rupees 50 a month each to ten Anglo-Vernacular Schools established by Babus Joykissen and Rajkissen Mookerjee in the Districts of Hooghly and Burdwan.

Grants of Rupees 189 a month to fourteen Vernacular Schools established by the same gentlemen in those Districts.

A grant of Rupees 10 a month to a Vernacular School at Bhudrocallee in the District of Hooghly.

In all, Grants amounting to Rupees 779 a month to 27 Schools.

23. For the collection of statistical information regarding the present nature and extent of indigenous education, my Sub-Inspectors have been furnished with detailed instructions and tabular returns. In the course of another three months, information on these points for one or more Districts will probably have been collected.

24. During the quarter, 179 private and 11 Government Schools have been inspected by myself and my two Sub-Inspectors, and it will be borne in mind that the latter were at work during two months only of that period.

25. Not having during this quarter commenced my regular tour through the Division, and my attention having been necessarily devoted for the main part to Vernacular Schools, I have not much to report in connection with Government English Schools, but the opportunities which I have had of visiting the Howrah and Ootterpara Schools and the Hooghly College, and of conferring with the Heads of those Institutions, have enabled me to lay before you certain suggestions, which I trust may be of some use.

26. In the first place, I have suggested the formation of three grades of Head Masters of Zillah Schools,—salaries of Rupees 100, Rupees 150, and Rupees 200 being attached respectively to each, in place of the present arrangement under which nearly all receive one rate of salary (Rupees 150.)

A less amount of salary, it appears to me, would be willingly accepted by persons when first appointed to that post, especially as Second Masters receive only Rupees 50 a month; while on the other hand a higher rate of remuneration than Rupees 150 a month is wanted as a reward for long and distinguished services, and in order that a Head Master may not, as at present, be made to feel that he has nothing more to look forward to. The money saved by creating a certain number of Head Masterships at Rupees 100 will provide the means of creating others at Rupees 200.

27. The following is the substance of certain other suggestions which I laid before you at the close of the quarter in regard to the working of the Zillah Schools.

The fact that not three-fourths of those educated in English Schools in this country are in the habit of reading in after life indicates that we have failed in realizing some of the very highest objects of education.

As long as our school-boys read only lesson books and works of reference, it is impossible that they should have any association with books but those of School and of drudgery; they can have no idea that books contain, under almost all circumstances, sources of solace, strength, and enjoyment, nor are they awakened to the ennobling sentiments which our English Literature in all departments is so well calculated to call out. The mere collection of a few books in a School or College

Library is not enough, for these are not, for the most part, what are wanted for the purpose in view. "Ivanhoe" and "Robinson Crusoe," "Chambers's Magazine" and G. P. R. James's Novels, are the books to create a love for reading in boys, not Grote's "History of Greece," Gibbon's "Decline and Fall," or the "Encyclopædia Britannica." In the second place, from the moment a boy enters the first class of a Zillah School (and this is just the age at which he should be seduced into Belles Lettres) until he concludes his educational career, his one fixed idea is to gain Scholarships—for this he is willing to sacrifice everything; to this goal every body and everything urges him, and nothing is worth doing which will not aid him in this object.

Such being the case, we cannot leave him to the voluntary principle, but must *oblige* him to drink the pleasant waters and rest in the green pastures of imaginative and entertaining literature, by making the road to the Scholarship run that way.

28. My plan is as follows :—

The last hour of School is everywhere the hour when least is done, and when what is done is done imperfectly, because every body is weary and fagged. Let this hour be occupied by the Head Master in reading to his first class one of Scott's Novels, or of Chambers's Essays, or of Edgeworth's Tales, a good biography, a popular account of some striking facts in science, or a stirring narrative of some great battle. He should stop whenever he comes to a half-explained allusion, an uncommon illustration, a difficult passage, or to a choice piece of writing, and ask questions with the view of keeping attention alive, ascertaining how far the author is understood, and of supplying whatever is wanted to make him understood and appreciated. No notes should be taken in the class, but each boy should keep a note-book in which to enter from recollection when he goes home, an analysis of the portion read, putting in the margin succinct notes regarding any points noticed by the Master. The note-books should be brought the next day and given to the Master to examine and assign marks, which should be allowed a certain value with the marks gained at the final Examination of the Term.

29. It appears to me an evil that the acquisition of the Junior Scholarships and Prizes should depend wholly upon the one final Examination at the close of the Term, as this must always lead more or less to the injurious system of cramming; and in connection with this

subject, I have submitted certain suggestions made by the Head Master of the Howrah School and the Local Committee of that place.

Not only is there the evil that no one ever remembers what is forced into the memory by cramming, but as long as everything depends on the final examination, we shall always have the irregular attendance during Term which so greatly injures the success of a School. During a boy's absence, valuable links in the course of instruction are lost, which it is impossible for him to pick up afterwards, and for want of these he perhaps never thoroughly understands the meaning of what follows in subsequent lessons. The result of all examinations, therefore, should in some measure be made to depend upon what is done *during the Term*, as well as what is done at the end. To do this I would introduce the English plan of giving daily marks to each class, and make these marks count at the final Examination. This not only obliges the student to attend every day, but it obliges him to pay close attention to what is going on. Nothing is more wanted in our Indian Schools, where both men and boys are so apt to get sleepy and dull. The excitement of "place-taking," which is a necessary accompaniment of the "marks" system, communicates itself to the Masters and prevents them from being apathetic, because, to test the relative claims of the boys to their places, the Master must put plenty of questions, and must analyse more thoroughly the knowledge of each pupil. I need not here repeat the mode of working this mark system.

30. There has been a change of late years in the mode of conducting the oral or *vivâ voce* portion of the Junior Scholarship Examinations, which I think is open to considerable objection. Formerly, printed questions were sent to the Local Committees for the oral as well as for the written part of the Examination, and in this way uniformity at all the Junior Scholarship Examinations of the year was secured, while the Committee had the advantage of being provided with well-selected questions. At present it is left to the Committees to select their own questions, the consequence of which is, that at one Station we may have absurdly easy questions, or questions which in no way test the relative knowledge of the scholars, while at another Station the questions may be so difficult that few or none of the scholars can answer them properly.

In fact, to frame questions with the care that a Junior Scholarship Examination requires, and to adjudge the value of the respective answers,

requires more time and thought than nine out of ten members of Local Committees can give.

31. I proceed to give an abstract of the Report on the operations of the quarter submitted by the Assistant Inspector of Schools in this Division.

It was mentioned in my Report of the previous quarter, that in the month of August, Pundit Ishur Chunder Surma received final instructions to carry out the scheme of establishing five Model Schools in each of the four Districts of Midnapore, Hooghly, Burdwan and Nuddea, and that early in July he had opened a Normal School at the Sanscrit College for training the Teachers of these Schools and such "aided" Schools as might require Teachers. The Pundit informs me, that up to the close of the quarter, eighteen Schools had been opened in the above-named Districts, each with an establishment as noted in the margin. Annexed to this Report will be found a statement of the localities where these Model Schools have been established, and of the attendance at each.

Head Master, ...	25
Second ditto, ...	20
Servant, ...	3
Contingencies,.....	2
Rs.	50

32. The number of pupils is large, and it is to be hoped that before the six months have elapsed, during which the Education at these Schools is to be gratuitious, they will have obtained a popularity which will prevent any great diminution in the attendance. The Pundit is however of opinion that the number of scholars is too large for the Teachers to manage efficiently.

33. The senior pupils in the eight Schools which have been the longest established are stated to have made very satisfactory progress. We cannot, I think, venture yet to form any opinion as to the results of Schools which have been at work only two months, nor will it, in my opinion be reasonable to expect that these Schools can be "models," until the Teachers have had a different kind of training than such as they have received during a two months' attendance at the Sanscrit College.

The great fact is that a commencement has been made, and by degrees Teachers may be obtained who possess the necessary qualifications for making these Schools what they are intended to be. In the mean time, they afford to several hundred lads a better Vernacular education than has ever yet been afforded to the village population in Bengal.

34. In accordance with your directions, the Assistant Inspector has also charge of the ten Government Vernacular Schools* which still exist in the four Districts just named. Those† in the other Districts of this Division are in my charge. The nature of the instruction given in all these Schools will be gradually improved as competent Teachers are found. The Pundit reports, that only three of the ten Schools under him are in a condition satisfactory, and that this arises chiefly from the fact that in all the others the establishment (consisting of a single Teacher) is quite insufficient for the proper management of the School.

35. I now close this Report with an apology for its length, which however could not well be avoided in the case of a first Report, as I have had to enter into details showing the nature of our plans for the future, as well as to record what has actually been accomplished during the quarter.

I have the honor to be,
Sir,
Your most obedient Servant,
HODGSON PRATT,
Inspector of Schools, South Bengal.

Statement of the Model Schools established in the districts of Nuddea, Burdwan, Hooghly and Midnapore.

Name of Village where the Schools have been established.	Dates of Establishment.	No. of Pupils.
NUDDEA.		
1. Belgariah, ...	22nd Aug. 1855, ...	137
2. Moheshpoor, ...	1st Sept. 1855, ...	195
3. Bhajanghat, ...	4th Sept. 1855, ...	104
4. Koosidaha or Khantorah, ...	11th Sept. 1855, ...	201
5. Debgram, ...	12th Sept. 1855, ...	104
BURDWAN.		
1. Amadpoor, ...	27th Aug. 1855, ...	144
2. Jowgong, ...	27th Aug. 1855, ...	102
3. Khandghosh, ...	1st Sept. 1855, ...	117
4 Moncor, ...	3rd Sept. 1855, ...	189
5. Dinehat, ...	29th Oct. 1855, ...	156

* Six in Hooghly, one in Burdwan, three in Midnapore.

† Two in Bancoorah, two in Moorshedabad, one in Beerbhoom two in Malda.

Name of Village where the Schools have been established.	Dates of Establishment.	No. of Pupils.
HOOGHLY.		
1. Harope,...	28th Aug. 1855, ...	162
2. Sheakhala, ...	13th Sept. 1855, ..	195
3. Krishnaghur, ...	28th Sept. 1855, ...	157
4. Kamarpookur, ...	28th Sept. 1855, ...	41
5. Kheerpoy, ...	29th Oct. 1855, ...	59
MIDNAPORE.		
1. Gopaulnagore, ...	1st Oct. 1855, ...	114
2. Basoodebpore, ...	2nd Oct. 1855, ..	107
3. Malancha, ...	29th Oct. 1855, ...	81

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

Lower Provinces.

Camp Bhaugulpore, 4th December 1855.

SIR,

Narration of the 2nd quarter 1855-56.

I BEG to continue the history of our operations in the Behar Province through the months of August, September and October of the present year.

Unfavourable results and their causes.

2. The period has been one of much disappointment and little apparent success. I shall have to record the failure of some of our plans, delay in the fulfilment of others, and deterioration even in the English Schools, in which I had thought that we had almost achieved success. The causes of these results belong partly no doubt to the season of the year under review.

The season of the year.

The months of August and September occur in the height of the rains. In the interior of the country, away from the main line of road, communication becomes almost impossible; while, even in more promising localities, proper energies and spirit seem to become damped with their rice fields, and they will attend to no business. No sooner did the flood dry up, this year, and business become again a possibility, than there came upon us a deluge of holidays, commencing with the Mohurrum on the 14th September, and

Constant holidays.

continued at brief intervals by the Dusahara and the Sonepur bathing festival, up to the very end of the month of November. It might be thought that, at any rate, the religious festivals of one class of the people would not affect the other; that Hindus would not refuse to attend to any mundane occupation because Mahometans were keeping the Mohurrum, nor Musalmans abjure business while the votaries of Siva were celebrating the orgies of the Dusahara; but it is not so—Mahometans are as inaccessible during the Dusahara as they are during the Mohurrum, and Hindus join in the Tazia processions with as much zest as the most bigotted Shea. The result is, that as the great festivals at present fall, the whole population are in a state of unsettlement from the middle of September to the end of November, and that entire period must be reckoned almost a blank as far as any business operations are concerned. This is a most serious evil to the whole country, and would be tolerated by no other people having any claim whatever to be considered civilized; but it is by no means easy to suggest a remedy in India.

Success not to be looked for speedily.

3. But leaving out of the question the inactivity thus forced upon us, we could not reasonably expect any numerous signs of success at so early a stage in our endeavours. At the outset of our enterprise, there were great apparent results from our labours, and the organization of the mechanical portion of our system furnished, at any rate, proof that *something* had been done. But it must never be forgotten that, in achieving thus much, we accomplished no more towards the realization of the great object we have in view than does the smith who forges the plough-share towards producing the harvest which it is hoped will follow the cultivation of the soil of a virgin forest. We cannot too clearly record, that we do not anticipate any general speedy apparent results: the ground must be cleared of all the noxious growth of ignorance and suspicion by repeated operations, the hard soil of the utterly uncultivated intellect of the people of this country must be broken up and ploughed and re-ploughed, and sown and re-sown, before we can hope to see the fruit of our labours. I have a firm faith that, by the Divine blessing, Education will, by slow degrees force its own way, till it comes to be universal; but in the interim, I believe as firmly that we shall meet with obstacles and discouragements sufficient to exhaust the patience and cool the courage of all but the most sanguine and faithful.

4. To proceed to details.

The noticeable event in connection with English Education during the quarter is the establishment of an English School at Dinapore, which already numbers from 130 to 140 boys on its register. This undertaking has been commenced by a Mr. Stunm, a native of Germany, who came to this country as a Missionary, but has now determined to devote himself to secular pursuits. He has acted very much under the guidance and with the assistance of Mr. Twentyman, the Head Master of the Patna Government School, whose zeal in the cause of Education I have already had occasion to mention to you. The energies of both gentlemen, and of the students who have assembled, have been much stimulated by the hope that the School might be made a Government Institution, and I have been induced to recommend that this course should be pursued towards it, in preference to supporting it by a Grant in Aid. My reasons for so doing were, *first*, the absence of all capital or income, properly speaking, belonging to the School to form an equivalent to the Government contribution, and *secondly*, the improbability of the success, at present, of such a private English School in Behar, where a main object of all students of the English language is the hope of securing Government countenance, an object which it will be difficult to persuade them that they can attain in a private Institution. The boys at Dinapore already pay a fee of Rupees 1 and 2 each, and the School is conducted exactly on the plan of a Government Institution.

English Schools.

New School at Dinapore.

Proposed to be made a Government Institution.

5. But the establishment of this School is the only encouraging feature in the history of English Education during the quarter. The attendance at the Patna Schools has decreased largely, and the numbers at Arrah, Monghyr and Purneah have suffered a slight diminution. One cause for their general state of stagnation is to be found in the constant holidays already referred to. Many parents withdraw their children (I hope and am assured only temporarily) rather than pay the schooling fees for a period of so much interruption. The remedy for this evil is under consideration, but it is dangerous to apply any coercive measure at present, the Schools having

Falling off in the attendance at the English School.

Holidays.

so slight a hold upon the affections of the people. The determination of Government, no longer to require from candidates for Government employ and Pleadership a knowledge of the English language, has already deprived of much of its force one of the most potent of the motives which induce people to pay attention to our tongue. If practically carried out and *believed*, it will rapidly empty our English Schools in this part of the country. For myself, I do not dispute the justice and even expediency of the decision, provided that it be clearly understood to apply only to the language. If the meaning be, that henceforward knowledge in the native sense of the word only is to be required at the Examinations, and Western science and knowledge are to be no longer a necessity, I think we have thrown away almost the only lever we might have hoped to use with effect against the prevalent ignorance of the country.

Decision of Government against requiring a knowledge of English from candidates for Government employ and Pleadership.

6 The special sudden decrease in the attendance at the Patna Schools is easily accounted for. The fees of a very large number of boys at both Institutions have been, for some time, paid by a Charitable Society, composed of the European and Native gentry at Patna, and owing its origin to the praiseworthy exertions of Mr. Twentyman. Partly at my instigation, the Society has now determined to exact from each boy benefitting by its operation, one-fourth of the fee paid, or four annas. The natural result of the first introduction of this modification was the withdrawal of many of the poorer students. A large proportion, we hope, have only absented themselves experimentally, in the expectation that they will be able to coerce the Society into granting them their full former advantages, and I trust that, on re-commencing regular work after the holidays, the Schools may gradually re-attain their former numbers. To enable us, however, to permit this, an increase of Masters *must* be granted to the Branch School, the present tuitional staff being quite inadequate to teach so many boys as are even now in attendance.

Cause of the decrease in the attendance at the Patna Schools.

Increase of Masters required at the Patna Branch School.

7. The Bhaugulpore and Gya Schools are still the most satisfactorily and solidly flourishing in my Division. The former, especially, has kept up its full numbers hitherto, notwithstanding the unsettlement caused by the Santhal distur-

Flourishing state of the Schools at Gya and Bhaugulpore.

bances and the removal of the School to a most inconvenient and distant locality, consequent upon the appropriation of the proper School-house to military exigencies. This inconvience will, I trust, cease at an early date.

The Church Missionary School at Bhaugulpore.

8. I find that I rather over-stated the attendance at Mr. Drœse's Church Missionary School. The numbers in attendance at the time of a visit which I paid to the School in September were about 130. The Head Master is a gentleman of energy and evident ability, though of no great experience; but the tuitional staff is quite insufficient for a School of this size. Mr. Drœse, in common with almost all the Behar Missionaries, declines availing himself at present of Government pecuniary aid. In the peculiar state of the native mind in Behar, they are of opinion that their own immediate objects would be much injured were they to adopt a different course.

9. The average number on the registers of all the Government English Schools for the quarter is 1,040* boys; at private Institutions, including the new Dinapore School, 400; giving a total of 1,440 boys studying English in the Province.

Schools visited during the quarter.

10. I visited, during the quarter, the English Schools at Patna, Monghyr and Bhaugulpore, and had reason to be pleased with the energy and industry of the respective Masters. The least efficient is Mr. MacNair, at Monghyr. During my visit to Bhaugulpore, the Committee, at my suggestion, raised the fee for the boys attending the first and second classes of the School to 1 Rupee, (it was previously only 8 annas,) and submitted other financial arrangements, in order to bring the expenditure of the School within the limits of its income, reduced by the withdrawal of a portion of the Government assignment. I have not been made acquainted with the result.

State of the Patna College question.

11. The Patna School has not yet been made a Collegiate Institution. Various delays have ensued, owing to the detailed inquiries necessary before placing the question before you in a shape ripe for decision—delays not diminished by my having to submit the proposition through the Local Committee. The consequence has been that my final Report, forwarding the result of the deliberations of that body, was not despatched till after the

* Including the School for Hill-boys at Bhaugulpore not noticed in my last Report.

middle of November. This delay is, however, of the less consequence, as the proposed modification in the constitution of the School cannot be introduced before the commencement of the next business year.

Popular Education.

My subordinates.

12. My subordinates have continued engaged throughout the quarter upon duties similar to those described in my last Report, and have generally given satisfaction. It has occasionally required considerable stimulus to keep them up to their work, but it is not easy, during the rainy season, to distinguish from a distance between forced inactivity and mere idleness. I purposely abstain from any special individual commendation until after I shall have visited the various circles in person. Death has deprived me of one of my most valuable Assistants, a Sub-Inspector of the second grade in the Bhaugulpore District. He was the only Officer who had met with any apparent success. He was an old Pundit, and had great influence in his circuit. The Sub-Inspectors have travelled 2,068 kos, and visited 2,305 villages during the quarter. In their journeys they have met with 766 teachers, 210 of whom have taken the loan of our School-books and undertake to teach them in the hope of obtaining the pecuniary reward offered by Government.* If each one of these men would really carry out his engagement, we should have good cause for self-gratulation at our success. But alas! I fear but very few will do so. They are not altogether without excuse. Simple and elementary as are the books lent to them, they are still incomprehensible to the great majority. The fact is that few, very few, are able to read so as to comprehend the contents of a book, however simple, and all alike are quite unaccustomed to any intellectual labour, and are therefore unable to assist themselves.

Work done.

Suspicion and unwillingness of the Teachers.

13. I cannot yet report that we have made any apparent progress in gaining the sympathies of the Teachers generally. Suspicion is still so rife, that the mere arrival of my notice in a village, offering a reward to any Teacher who will make use of our books, has been, in many instances, actually sufficient to make the parties shut up their Schools, while in others their employers have summarily ejected them. Surely it is a problem to solve how to deal with such people! But even where such

---

See para 23 of the last Report.

suspicions do not exist, or where they have been overcome, the Teachers would as yet infinitely prefer to hear nothing of us and our proffered advantage. They anticipate, at the best, only trouble from the innovation: Even where a Teacher has been selected to conduct a Model School upon a salary nearly the double of his former income, he is still, not unfrequently, only half willing. "Hitherto," he says, "I have taught what I liked, and no one has asked me any questions. Now I shall have to learn books, and show that I know something."

Religious suspicions of the people.

14. The reception of my subordinates by the people generally continues tolerably satisfactory, though they report to me that it is often impossible to persuade the people that the sole object of Government is not a proselytizing one. I have already said, that I believe it to be out of our power altogether to get rid of this feeling. The opposition arising from it is however becoming less active, and will probably disappear as the people are gradually able to perceive the advantages of our system of Education.

The Kyasthe character.

The difficulty arising from the universal use of the Kayasthe character is already pressing seriously upon us. The Government have declined to follow the example of the North-Western Province authorities in interfering to discourage its use, and thus we have an additional obstacle of no small dimension to combat unaided. There is no denying, that the infinitely superior organization of the North-Western Province system of Government must tell largely in their favour in the Educational as in every other Department. I must record the hope once again, that if ever a comparison be instituted between the results of our operations in Behar, and of those carried on in the North-Western Provinces, upon a similar system, the many advantages which they have had in comparison with us will be taken into consideration.

Sale of books.

15. The sale of books continues encouraging. 2,489 volumes were sold during the quarter, of the value of Rupees 588-5-9, and 401 volumes lent to the Village Teachers. Altogether, 600 more volumes were issued than were circulated in the preceding quarter. Book agents have been appointed at Monghyr, Bhaugulpore and Chuprah, but except at the last-mentioned place, their operations have not been successful. The enhancement of the price does not appear generally to have diminished sales. As might be expected, these books are bought at present almost

exclusively by men of some rank in society: they have not yet begun to leaven the masses.

Model Schools.

16. At the commencement of the quarter, the Government sanctioned the establishment of seventy-two Model Schools upon the plan described in para. 28 of my last Report. Of these eleven only were opened before the commencement of the month of November. Some delay will occur before we can get the full complement established, and still more before they are in working order. To appoint a Master not inhabiting the neighbourhood of the selected locality, is almost hopeless, and an expedient to which I never willingly resort. But the Teachers thus selected are by no means easily or quickly improved, and a long period must elapse after the establishment of a School, before we can hope that it will have any claim to be called a model.

Newspaper.

17. Our attempt to set up a local newspaper has, for the present, failed. The editor at Patna has proved to be incapable and untrustworthy, and we have abandoned all hope of making anything of him. Indeed, owing to the entire absence of all educated men in the Province, I consider it hopeless for the present to attempt a special journal. I shall therefore apply to you shortly for permission to support the Benares papers published under the superintendence of the enlightened Commissioner of that Division.

Local Committees.

18. It remains for me to notice, as desired by you, the assistance which is given to the cause of Education by the Local Committees in my Division, and by any other bodies or individuals. As to the Local Committees, I can report but little zeal or energy. I believe I should be not far wrong, if I said that there is not an individual Officer throughout Behar who does not grudge the time and labour that falls to his share as member of those bodies, and the feeling is everywhere strong that their constitution ought to be modified. Even those Officers who are the greatest friends to Education individually lose all heart or care when sitting in Committee. On the other hand, from almost every individual Officer with whom I have come into contact, I have received every countenance and encouragement. Our Zillah Officers have none of them influence compared to that exercised by a Magistrate and Collector in the Western Provinces, but what assistance they can give me is always freely and liberally bestowed

19. Foremost among the non-official friends of Education will even stand the various Missionaries. Tirhoot, Patna, Chupra, Buxar, Monghyr, and Bhaugulpore, in my Division, are all Missionary Stations, and at each place *something* is done educationally. I have already noticed the Church Missionary School at Bhaugulpore: it is the only Institution which pretends to give an Education at all advanced. At all the other Stations, the Missionaries have it for their sole object to communicate religious instruction, and teach only just so much accounts as will induce the parents to send their children. The number of boys instructed in this way are numerous, but educationally speaking the Schools are of little value. Mrs. Drœse, at Bhaugulpore, conducts an elementary Girls' School, which I consider the most valuable of all this class of Schools. I noticed in my last Report the School for teaching the rudiments of English established by Giridhari Lal, a Vakeel at Bhaugulpore, and in the 6th para. of the present Report, I have mentioned the Patna Society: a large number of natives subscribe small sums to its funds, and I consider it in many ways a commendable undertaking.

Missionary Schools.

Giridhari Lal's School.

I have the honor to remain,
Sir,
Your obedient Servant,
R. B. CHAPMAN,
Inspector of Schools.

No. 204.

FROM

THE INSPECTOR OF SCHOOLS,

Assam and North Bengal,

TO

W. GORDON YOUNG, ESQ.,

Director of Public Instruction,

Fort William.

Dated 24th November 1855.

SIR,

I HAVE the honor to submit a brief Report of proceedings in connection with the cause of Education in my Division, for the quarter ending with the 31st of October 1855.

2. Of the eleven Districts that comprise the Division, seven only have as yet been provided with Sub-Inspectors, and to these I shall, for the present, confine my remarks. The two Districts of Lukhimpur and Sibsagur, in Assam, have been placed under one Sub-Inspector; the Districts of Durrung and Nowgong under a second; Zillah Kamrup, the most populous Division, has been assigned to a third; and Goalpara is at present without one. In Bengal, the Zillahs of Dinagepore and Rungpore only have been provided for.

3. It may be necessary here to premise that the population in the Province of Assam is scanty, and that the villages are often distantly situated from each other. During the rains most of these are inaccessible, except by long and circuitous routes, and the Sub-Inspectors have therefore found it hard to do much more during this season than visit the Government Schools and such villages as may have happened to lie on their route.

4. It gives me great pleasure however to be able to state, that I have found the three Assistants I have in Assam useful auxilliaries, and anxious to do all in their power to extend the benefits of Education amongst their countrymen. The people we have to deal with, however, are exceedingly ignorant and superstitious, so that every effort made by us for the dissemination of instruction appears to them with a dubious aspect. I would not however be understood to mean, that learning is of no repute in the Province, or that there is not a growing desire for instruction. The efforts that have hitherto been made in Assam, though feeble, because made under the greatest disadvantages, have had the effect at

least of instructing several hundred youths in the arts of reading and writing; and the advantage even this very elementary knowledge has given those who possess it has led to our Schools being viewed with some degree of complacency. We cannot however expect that instruction can be duly appreciated till its design and tendency be fully known, and this must be the work of time.

5. More Schools are wanted, in order that the benefits of Education may be more generally diffused, but it would be unreasonable to expect that the Government can provide adequate means for supplying the gigantic deficiency; and were it otherwise, it would be objectionable to let the burden rest on the Government, because it would tend to produce an unhealthy state of feeling on the subject of Education. As far as circumstances have permitted, therefore, endeavours have been made, both by myself and my Assistants, to encourage the establishment of indigenous or self-supporting Schools; but the season has been inimical to the carrying out of the plans I had laid down. I hope, however, before the close of the cold weather, to be able to report more favorably on this section of my duties It is worthy of remark, that in no case have we met with any direct opposition from the people. The Sub-Inspectors have been everywhere well received, but the stolid indifference we have to contend with is perhaps more formidable than any open opposition would be. In some places we have been told that there was no advantage to be derived from the establishment of Schools, that the people could not spare their children from their agricultural labors, that in short they were content to live and die in ignorance as their fathers had done before them. The plea of poverty, indeed, has been urged in almost every instance, and in such cases it has frequently been followed by a request that the Government should bear the expense of maintaining the School, the people on their part engaging to send their children for instruction; but we have also had promises, and these not a few, that as soon as the harvest shall have been brought in, and the children can be spared, that the people would combine together and maintain Teachers, provided they could get the necessary books. How far these promises may be depended upon remains yet to be seen. In some few instances, I am happy to state, they have already been fulfilled, and fourteen of such Schools have been visited by the Sub-Inspectors and reported of very favorably. I fear, however, that many of those the people will establish will have but an ephemeral existence. Wher-

ever Schools have been set up in the Province, instruction has hitherto been conveyed gratuitously (learning being in the opinion of the people above all price,) and it is much to be feared that they will not long continue the practice of supporting their own Teachers, unless the Schools are brought under the fosterage of Government.

6. Care will of course be taken that these Schools are regularly visited, but some encouragement I think should also be held out to the Teachers, and I have accordingly ventured to promise to supply them with books, which I would propose in the first instance to lend to the Teacher for the use of his pupils for six months, and if, after the expiration of this period his classes are able to undergo a thorough and satisfactory examination on the subjects which they treat, the books should then be given the Teacher as a present. That these books will be received not as mere compliments, but as substantial gifts, equivalent to money, I conceive to be highly probable, because the use and possession of them will afford the Teacher increased facilities for the instruction of his scholars, and this it is to be hoped will tend to increase their numbers and his own emoluments. To this I trust I shall also be permitted to add a gratuity to the Master for each instance of proficiency, sufficient at least to make it an object of importance to him. The plan of making any pecuniary aid the Teacher may be led to expect from Government dependant on the *proficiency* of his pupils, will in my opinion be the most effectual method of counteracting the idleness and duplicity, which are but too intimately interwoven in the native character.

7. But it is not only for the *Teachers* of indigenous Schools that we need a system of stimulants. They are equally necessary for the *Scholars* attending every School, " essential in fact to the healthy activity of the body politic." In the present intellectual condition of the people, and the universal torpor of the national mind, any vague and general assurances of the advantages of Education, unconnected with any practical manifestations of them, can make little or no adequate impression.

8. The Government Notification of the 9th July last, intimating that a knowledge of reading and writing will in future be deemed an indispensable qualification for all aspirants for situations above the value of Rupees 6 a month, is itself an appropriate inducement. But it is questionable whether the inducement will be found to be sufficiently practical, unless the prospects held out are rendered reasonably secure. That

security, I beg to submit, would be made both reasonable and sufficient, by the introduction of suitable education tests.

9. A proposition to this effect was made by the late Captain C. S. Reynolds, Collector of Zillah Durrung, in Assam, in a letter (No. 25 of the 29th March 1851) addressed to the Commissioner, and met with his sanction and approval; but the plan was never fully carried out. The present Collector of that District, Lieut. Vincent, in a letter to my address of the 30th August last, in which he has very kindly favored me with several important suggestions for the extension of Education in the Province, states too that he has "much pleasure in subscribing unhesitatingly to the sentiments expressed by his predecessor, to appoint no one to the Government Service unless he can produce certificates of qualification."

10. This is not the place for me to enter into any details regarding the mode in which it would appear advisable to carry out the plan suggested, but I may be permitted to refer you to a Minute on the subject of these tests by the Hon'ble Mr. Norton, President of the Board of Governors of the Madras University, published in the Selections No. II. from the Records of the Madras Government, and to suggest that the resolutions proposed by him might with very great advantage be generally adopted.

11. Your sanction for the organization of a Normal class, in connection with the Vernacular School at Gowhati, I regret to say reached me too late to admit of my carrying it into effect during the quarter under report. Arrangements have since been made, and I hope to submit a full Report on the working of the systsm in my next quarterly letter.

12. The Government Schools in Assam have all been visited by the Sub-Inspectors during the quarter, and some of them as often as four or five times. When the Scholars were backward and the Teachers inefficient, the Sub-Inspector has, at my request, spent six or eight days together in one School, carefully superintending the daily operations, instructing the Teacher in his duty, and introducing improvements inthe system of tuition. On such occasions the neighbouring villages were also visited, and conversations held with the people with the view of getting them more deeply interested in the efforts made by Government for their improvement. Having myself during this period travelled through the Province, and personally witnessed the mode in which my Assistants conduct their duties, I feel persuaded that we may reasonably anticipate very favorable results from the system now adopted. One important desideratum, however, is a supply of suitable class-books, and until these are procurable, our progress must necessarily be slow.

13. During the quarter I have also been favored with your sanction to establish eight Model Schools in each of the Districts of Dinagepore, Rungpore and Bograh. These, I regret to say, have not yet been opened, the Doorga Poojah festival having intervened, during which period no arrangements could be made for the erection of School-houses. Every large town, and almost every important village in the two Districts of Dinagepore and Rungpore, however, has been visited, and all the influential members of society conversed with regarding the proposed means for extending the benefits of Education.

14. In Dinagepore, two Zemindars have generously come forward and offered to erect the School-houses at their own expense, *viz.*, Baboo Bhoobun Mohun Neogy, of Mohadebpur, in Pergunnah Jehangeerpur, and Baboo Shoroop Chunder Sein, of Pergunnah Pajrah; but the Sub-Inspector expects that others may yet be induced to follow their example.

15. It gives me pleasure to state, that no less than eighteen indigenous Schools have already been ferretted out in this District, and these the proprietors have cheerfully opened to Government inspection. With two exceptions, the number of pupils attending them is yet very small; but it is gratifying to have discovered even a few small Schools when none were supposed to have existed; and with a little encouragement, I would indulge the hope that we may before long be able to place these on an efficient footing. I am happy also to be able to report the establishment of a small School in the village of Sujahpur, Pergunnah Phulbarri, for conveying instruction in English. This School has not been more than three months in operation, but the Teacher, Prannath Dhur, appears to have been very attentive, and the Sub-Inspector reports favorably on the progress made by his pupils. He levies a schooling fee of eight annas a month from each boy, and these fees are his only emoluments. It has been proposed to him to open a Vernacular School in connexion with his English one, and when this is done, I hope the advantages will be greater both to himself and the people around him.

16. The Sub-Inspector of this Division, Baboo Hurro Chunder Banerjee, has given me great satisfaction by the manner in which he has conducted his duties.

17. Baboo Hurro Kalee Mookerjee, the Sub-Inspector in Zillah Rungpore, entered on his duties in September, and during the last two months he has been very diligently employed in travelling through the District, visiting the large and important villages, and endeavoring to induce the

people to establish Schools. He has on the whole been well received, and several men of rank and influence have promised, on the close of the Doorga Poojah, to take measures for opening Schools. Sixteen indigenous Schools have been found, but on an average there are not more than ten or twelve boys in each. The Teachers of only three of them are dependent on the schooling fees for their support; of these, one has twenty-four boys, and his emoluments amount to about Rupees 10 a month; the second has nine boys, and his receipts are Rupees 4 a month; the third has only six pupils, who bring him in Rupees 2-8 a month. Of the sixteen, one is a purely Sanskrit School and numbers twelve pupils, and another is a Persian School, having nine pupils, who, with their Teachers, are maintained by a wealthy Mahomedan.

18. The Zemindar of Gopalpur, Baboo Kashi Chunder Roy, a gentleman of very liberal and enlightened views, and one of the most influential members of the Rungpore School Committee, has for some time past had an English School at his own residence, at Koondy, numbering twenty-four scholars, which has also been visited by the Sub-Inspector. The Zemindar has kindly offered to erect a suitable house for a Vernacular School on his estate, and has in various ways evinced the deep interest he feels in the progress of Education amongst his countrymen.

19. The English Schools in my Division, together with the Government Vernacular Schools in Bograh and Mymensing, continue to be well attended, and I have no remarks of any inportance to make regarding them.

20. The Schools established by the Rev. Mr. Lewis for the benefit of the Khassias, and and those opened in Assam for the Kacharis by the Rev. Mr. Hesselmeyer, all of which are in receipt of Grants in Aid from Government, are in as efficient a state as circumstances at present admit of. These Reverend Gentlemen have had many difficulties to overcome, and many yet remain for them to grapple with, but they have won the good-will of the people, and they only need time to render their Schools the sources of inestimable blessings to those to whose moral and intellectual improvement they have devoted their lives.

I have the honor to be,

Sir,

Your most obedient Servant,

WILLIAM ROBINSON,

Inspector of Schools.

FROM

H. WOODROW, ESQUIRE, M. A.,

Inspector of Schools,

TO

W. GORDON YOUNG, ESQUIRE,

Director of Public Instruction.

Fureedpore, 25th December 1855.

SIR,

I HAVE the honor to submit to you my quarterly narrative of the proceedings of my Sub-Inspector and myself during the quarter ending 31st October. Being in the midst of my official tour, and separated from my Office, I am not able to enter with minuteness into the proceedings of the quarter under report.

2. The usual statistics required from the Zillah Schools, concerning the numbers in attendance and the schooling fees, have not up to this date been all received. They will be sent in an Appendix to the present narrative. I am however able to state that the total number of boys under instruction has increased, though the irregularity of attendance has been greater. In the rains the number of absentees, especially in the Eastern Districts of Bengal, is greater than in other parts of the year.

3. The Monthly Reports of the proceedings of the Local Committees in my District do not require any especial mention, as in the absence of any organic changes, they refer chiefly to routine matters and to cases of discipline among the boys.

4. In the rainy seasons, the ordinary Village Schools are not only irregularly attended, but frequently closed, and consequently the Sub-Inspectors nominated to these Districts did not enter on their appointments till the working season at the end of the Doorga Poojah.

5. Only one Sub-Inspector, Baboo Jugutchunder Banerjee, was employed during the quarter under review, and he was engaged incessantly in travelling throughout the 24-Pergunnahs and Baraset. In the first six weeks of the period, he visited all the Government Vernacular Schools in those Districts, inspected Schools applying for Grants in Aid, and called on Zemindars and other influential persons, to induce them to establish new Schools. During the last six weeks he was occupied in arranging circles of Gooroomohashoy Schools in the neighbourhood of Calcutta. In this duty he was obliged to visit the same Schools repeatedly, but as the

official return only shows the number of different Schools visited, his activity is not adequately represented.

6. After an examination of my District, I am sorry to report that Grants in Aid to Vernacular Schools will not at present be successful. Although the terms offered are liberal, they are not accepted. Whatever may be the amount of the subscriptions and schooling fees together, Government will contribute an equal sum. But the community in the Mofussil, with the exception of some officials attached to the Courts, and a few Zemindars, are satisfied with the present Gooroomohashoy system, and will not contribute anything for improved Bengalee Schools. They are anxious for Anglo-Vernacular Schools, and for these they will subscribe, though by no means liberally. If Grants in Aid are to be given, the Zemindars at present will establish by their assistance only small English Schools. This feeling is much to be regretted; yet, when the choice lies between a small Anglo-Vernacular School and no School at all, or at best a Gooroomohashoy School, I think that their wish may be complied with. These small English Schools will give some systematic instruction in the rudiments of Geography, History and Reading, both in Bengalee and English, which are all neglected by the Gooroomohashoys. The Missionaries also do not generally avail themselves of the assistance offered by Government. I therefore reluctantly come to the conclusion, that new Bengalee Schools will not be established by means of the Grants in Aid. It remains therefore for Government either to establish Bengalee Schools of its own, or to attempt to improve the Gooroomohashoys.

7. I am of opinion that both plans ought to be adopted. Model Schools have been granted for some Zillahs, and I would ask permission to establish them in Eastern Bengal also. Two at least in each zillah are immediately required.

8. But the subject which received my chief attention during this quarter has been the improvement of the Gooroomohashoy Schools. I believe that without the assistance of this vast body of Teachers, no truly national system can be undertaken. These are the indigenous Schools of the people. The boys are already here collected, and their parents are satisfied with the instruction given. Among a people so wedded to custom as the Bengalees, it seems to me injudicious to ignore their long-established system of Education.

9. It is frequently asserted in Calcutta, that these Gooroomohashoy Schools are below the level at which an institution fit to be called a

School can exist, that they have been and will continue to be the same, and therefore that attempts to improve them are useless—in short that they are irretrievably bad. That the Schools are bad I allow, but has an attempt been made to improve them?—and till such an attempt be made, is it justifiable to call them irretrievably bad? The Teachers are influential, and their opposition was one cause of the failure of the old 101 Schools. This influence was at the time ignored, but proved so formidable that some of the Schools, even when regularly inspected by superior authority, could not hold their ground. This was the case even at Moneerampore, near Barrackpore, which was perhaps, from its favorable locality, more visited than any other School. The system which should again disregard this influence would again experience their hostility, and would thus meet with a great addition to the inherent difficulties of extending Education. I would extinguish the opposition of these Teachers by comprehension, not by paying them for their present work, but for the improvement in it, and by proportioning the pay to the work done. There is not much difficulty in estimating the present state of their Schools. Reading, or what is properly called reading, is very seldom taught. The boys may be able to pronounce fluently the words of a Bengalee book, but they are never taught to consider the sense; they say that they can read, but the so-called reading is perfectly distinct from understanding what they read. The two are independent operations, and proficiency in the one is considered meritorious without reference to the other. I have often asked how it is that persons under these circumstances ever learn to read and understand. The invariable answer is "When they grow up they think of what they say, but how should boys think?" Intelligent reading being thus ignored, Grammar of course is not attended to; Geography, History, Science and even Bengalee composition are omitted. Writing copies, long multiplication tables, and the application of them to zemindary and commercial accounts, is the highest limit attained. The Gooroomohashoys frequently cannot themselves read so as to understand, and are profoundly ignorant of grammar and other rudiments of knowledge. They would never attempt to learn for the sake of increasing their stock of knowledge, and of course cannot impart what they do not themselves know. What then is their use, and how can they give aid in education? I would employ them as Masters are sometimes employed in English Schools for Writing and Ciphering, and would commit to Teachers paid by Government the other branches of

instruction. The Gooroomohashoy should still keep his School, collect his fees, and teach what he calls reading, writing and arithmetic, but should leave to others the duties which he is himself unable to discharge.

10. In my letter to your address, No. 59, dated 9th August 1855, I entered at great length into this subject, and was empowered by your letter No. 1474, of the 12th September, to institute experimentally eight circles of from three to six Schools in each circle. Before starting on my official tour in October, I had arranged five out of the eight circles, *viz.*, at Behala, Tallygunge, Scinthee, Baranagore and Ariadah. In all the Schools of these circles, the first thing has been to teach reading, not with the lips only, but with the understanding also.

11. The details of the scheme of instruction for the "circles" have been arranged with the view of occupying the boys fully during the intervals between the Teachers' visits, and hence written exercises have been substituted as much as possible for oral instruction.

12. Between the time of the establishment of the circles and the 30th October, there was not a sufficient interval to show much progress; still what was done is encouraging. Printed books (the Sheshushekya) were introduced where before there were none. These books were read and understood. The Gooroomohashoys purchased them in order to assist their boys, and applied for explanation in cases of difficulty to the Teacher or Sub-Inspector.

Should self-improvement generally take place among the Gooroomohashoys, there could not possibly arise a more hopeful sign for the healthy progress and permanence of national instruction.

On the 16th October I was able to report that the Gooroomohashoys near Calcutta were anxious to avail themselves of the assistance of a Teacher. In only one school was any opposition offered, and that was from a zemindar at Sursona, at whose house it was held.

13. The following, with a few modifications, is the plan laid down in the letter alluded to of August 9th.

I recommended that in the large villages and the more densely populated parts of each Zillah, where the Patshallas are not far distant from each other, the Gooroomohashoys be asked to admit a Government Teacher into their Schools. The Teacher will begin by classifying the boys, for at present no classes exist, and will then take the two highest divisions and instruct them in reading, and eventually in Geography, History, higher Arithmetic and Surveying, but will leave Writing and low Arith-

metic, the only subjects now taught in these Schools, to the Gooroomohashoys.

The Teacher may take from three to six Schools daily in succession. The Bengalees are so fond of writing, that without much trouble he may so arrange that the chief part of the day be occupied in correcting exercises and setting the work for the next visit. This plan is not a mere theory, but is practised successfully by the Kishnaghur Missionaries, by Mr. Long and Mr. Sandys, and therefore I feel confidence in its practicability.

After completing the Readers; History, Geography and Arithmetic will be introduced. In History, a certain number of pages in the book selected (say Marshman's Bengal by Ishur Chunder) will be prepared during the week, and an epitome of it carefully written out. This epitome will be an exercise in Grammar, Composition and in condensation of meaning, and will show that the portion has been carefully read. A few *vivâ voce* questions will clench the matter by showing that it is well remembered. In Arithmetic, the sums set one week will be shown up the next. The book in History may, if desired, serve as a continuation of the Readers. No style can be better than the Bengali Itihas. Geography and Surveying will occupy the rest of the day, and in these subjects questions to be answered in writing during the week may occasionally be given. The Gooroomohashoys during the week, whilst giving instruction for part of the day to these classes, will see that the work set by the Teacher be regularly done. In this manner I think that one superior Teacher may take from three to six Schools, according to their local situation. The Revd. Mr. Sandys had one Teacher who taught in seven Schools. The number of boys in each School will be at first about thirty, but under the stimulus to Education given by the Notification of the 9th July, it will probably increase to fifty or more. I think that each Teacher will have from one hundred to two hundred boys in the circle of Schools which he visits, and the number under his immediate instruction will be about sixteen in each School, or from fifty to eighty in all, say one quarter of the whole number as the average. The Gooroomohashoys will of course require some inducement to fall into the plans of Government, and to alter their own system, consecrated as it is by the sanction of centuries. This will be best given by an allowance of so much a-head to them for boys of a certain standing. A small allowance will be sufficient, as the Brahmins of Nuddea are found willing to admit Christian Teachers to give religious instruction in their Petshallas for a few annas a month.

If the scale of remuneration be so graduated as to give a total of Rupees 1-8 a month on the average, they will probably not only consent to admit superior Teachers, but will themselves study the books prescribed for their higher classes, and fit themselves for better appointments, or at any rate for increased allowances, by bringing up more boys to the standard.

I would give the Gooroomohashoys, in quarterly or half-yearly payments, three annas a month for every boy who knows

Geography—as far as proofs of the shape of the earth, the causes of day and night, and of the eclipses, and the chief cities and rivers.

History—Marshman's Bengal.

Arithmetic—as far as Proportion and Mental Calculation.

Surveying—as far as the survey of an irregular field, with the chain and off-set staff only, and plotting from the field-book.

Composition—as far as being able to write grammatically and correctly a given letter, or an epitome of some known subjects.

For every boy who is a little below this level, but had made some advance in the above subjects, two annas may be given, and for those who can write correctly at dictation, read and explain the text-books, and do easy sums in practice and reduction, one anna will be sufficient.

I think that there may be—

2	Boys of	I.	Grade, each at	3	annas,	0	6	annas.
4	„ of	II.	„ „	2	„	0	8	„
10	„ of	III.	„ „	1	„	0	10	„
						1	8	

A great difficulty will be experienced in getting boys to stay. The Gooroomohashoys doubtless will have a direct interest in keeping them, but parents will want to take them away as soon as they can keep cows or assist in ploughing. Unless the most deserving boys have an inducement to remain, they will of course leave, for their parents must pay four or six annas a month for substitutes. I would therefore reward the boys to the same amount as is given to the Gooroomohashoy, and if not objectionable, on the same scale. In Zillah English Schools the rewards to the boys are

Four Scholarships, at Rs. 8 per mensem,	Rs.	32
Prizes, at „ 7	„	7
		39

Instead of rewards equal to nearly Rupees 40, I propose to give about one Rupee and a half, just one-thirtieth part of the amount, and I consider the requirements to be attained at this price certainly worth the money. The expense of the scheme will be for each circle of three to six Schools, say five Schools on the average,

Salary of the Teacher for the Circle, ...				Rs.	15	0 0
Allowance to each Gooroomohashoy, ...	1	8	0			
Ditto each set of boys, ...	1	8	0			
	3	0	0 for 5 Schools,	Rs.	15	0 0
Instruction and rewards to five Schools monthly,				Rs.	30	0 0
" " " " annually,				"	360	0 0

On the allowance of five Schools, of fifty boys in each, the yearly charge to Government will be Rupees 1-8 for each boy; but at first, as the the Schools will not probably be so large, the yearly cost will be about Rupees 2 for each boy, and as now, the Gooroomohashoys will have all the fees. The present Government Vernacular Schools average an attendance of thirty boys, at a monthly cost of Rupees 20 for the Pundit, the fees of the respective Schools being spent in repairs, School furniture, &c. These thirty boys are educated at a monthly cost of ten annas or eight Rupees yearly. The Gooroomohashoy system can therefore be maintained at one-fourth of the cost of Government Vernacular Schools, For these reasons, I beg to recommend the Circle system to your favorable notice.

14. My own work may be thus epitomized during the month of August.—Besides discharging the current work of the Office, I was engaged in taking the stock of the Book Agency, and in making over the charge of it to the Secretary of the School Book Society: the business connected with the Agency was not finished till October.

Maps being required for my Sub-Inspectors, and the Surveyor General's Department containing none for the Eastern Districts of Bengal, with the single exception of part of Sylhet, I superintended the enlargement of Tassin's Maps into separate zillahs for their use.

One of the greatest desiderata for Bengalee Schools is a cheap globe; a globe would correct many false notions which maps, even the best, fail to eradicate. Mr. Bethune spent a considerable sum on an instrument for drawing the curves of a map of the hemispheres, and had the opposite sides pasted together back to back. Though the School children

thus received the notion of the world being round, it was to them flat, and round like a Rupee. My own efforts to remedy the deficiency by constructing a model for a cheap Bengalee globe have not been brought to a successful issue. I find that a globe can be made, but unfortunately not a cheap globe.

I visited during the month two Model Schools at the Sanscrit College and Cornwallis Square, and inspected the School at Kalighat which had applied for a Grant in Aid. I spent a whole day observing Mr. Long's system at Thakurpookur. I visited Serampore for the purpose of arranging with Mr. Denham a plan for training Teachers of Bengalee Schools, on the basis which he had himself suggested; but recent decisions in the Baptist Conference prevented further progress in the matter.

On the last three days of the month I was apppointed to take a part in the examination of Teachers for employment and promotion in the Education Service.

15. In September the establishment of eight experimental circles of Gooroomohashoy Schools was sanctioned, and the selection of suitable localities for the circles, and of competent Teachers for the work, occupied my time. I was anxious to obtain a large number of candidates, in order that if the plan succeeded, I might be provided with a sufficient staff of Teachers. The number of candidates was very great and each one was examined separately. In the month of October I visited and inspected the Roman Catholic School and Orphanage at Moorgyhatta, and the School at Bow Bazar, both under the superintendence of the Christian Brothers. In forwarding the applications for Grants in Aid to these institutions, I reported most favourably of their state and discipline. In the management of the Orphanage the Christian Brothers have combined neatness, and even elegance of arrangement, with the most rigid economy. There were difficulties in obtaining a Grant under the Provisional Rules, for the Christian Brothers exact no fees, and in consequence cannot conform to the Sixth Clause of the Rules.

The charitable nature of the Institution, and its efficiency as a School, may render a relaxation of the Rules in this case most beneficial alike to Government and to the public.

16. On the first day of October, I visited the School at Howrah. This place being out of my District, the object of my inspection was not to make a Report to the Director of Public Instruction, but to fix in my own mind the standard to which Zillah Schools may attain. From the

results of the Examinations for some years, I was aware that Students from this School rank higher than from any other, in fact so high as to be admitted to the Presidency College. In my visit, I wanted to assure myself that the efforts of the Head Master were not devoted to the training of a few boys to the detriment of the rest, but that the whole School was in an advanced state. I am happy to say that everything appeared in excellent order. Two points attracted my attention. On account of the cheapness of the Steam Ferry, many parents sent their children from the heart of Calcutta to Howrah, in order to give them the benefit of a little fresh air in crossing the river, and in the walk over the plain to the School-house. This is one of the most sensible actions I have heard of amongst Hindoos. Although slight sickness is a constant excuse for irregularity of attendance at School, and involves loss of instruction without any remission of fees, yet few parents have been found to exercise the wise precaution against this loss of giving growing boys the advantages of fresh air and exercise. The fact also is honorable to Baboo Bhoodeb Mookerjee, for if his School were at all inferior to those in Calcutta for children of the same age, this judicious care for the children's health would not probably have availed against the claims of their education. Again, if all Zillah Schools were equal to Howrah, the anomalies of the present system of Junior Scholarship certificates might cease. You are aware that in accordance with Mr. Bethune's Minute, Zillah Scholars usually proceed to the first class in the College School, where they by no means rank amongst the best Scholars. They hold Scholarship certificates, which their superiors cannot attain, and in the Zillah Courts receive appointments which are denied to those above them, even to Students of the College. Cases of this kind have occurred at Dacca. When Local Committees, each with different ideas of the proficiency necessary for this standard, award the rank which carries away so great an advantage, the standards for the same honor are as various as the Committees. In my opinion the only remedy for this will be an alteration of the method of Examination. Instead of each Local Committee setting its own papers, or if applying for the College questions, awarding its own marks, and from the absence of comparison with other Schools, calling an answer good, which with another Committee would be deemed bad, I recommend that the Junior Scholarship Examination be conducted on the same plan as the Senior Scholarship Examination ; that paid examiners be appointed ; that the papers be sent in sealed packets to

each Local Committee, as they now are to each College; and that the answers be forwarded to the examiners, and marks awarded accordingly.

17. From my experience of Local Committees, I believe that they would gladly resign the duty of examination. It is now too general and operose to be attractive, and those members who are ambitious of the labour will find full employment in the rest of the School. A good classification of Zillah Schools can then be made. The Inspectors are now making a classification, but the result of the examiation would be far more rigorous and general.

18. I would recommend that the examiners should meet together, so as to secure some uniformity in the difficulty of the questions and in the award of marks. An examiner may now be, and occasionally is, too strict, and by cutting off marks for each mistake may reduce the total far below half marks, while the papers viewed as a whole may contain great merit and fully entitle the boy to a high place. Local Committees are too lax, and Senior Scholarship examiners sometimes too strict, in the award of marks. This strictness would not signify if Scholarships were given to the best boys in the list; but when a certain number of marks has to be gained before the competition can commence, then undue strictness has a bad effect.

I would therefore strongly recommend, *first*, that the Junior Scholarship Examination be placed on the same footing as the Senior Scholarship Examination, and *secondly*, that in both, the examiners, if practicable, meet together before and after the examination, to decide on the questions and marks.

In Cambridge it has been found expedient to establish Boards of Mathematical and Classical studies, in which the examiners have great weight, but which still check any tendency in a particular examiner to give importance to one set of questions to the prejudice of others.

19. ~~During~~ the earlier part of this month, the Sub-Inspectors, Nilmoney Sen, Russick Lall Sircar, and Allahdad Khan, who were ordered to commence operations at the end of the Doorga Poojah, were in almost daily attendance in my Office. Several days were occupied in explaining to them their duties, and in examining with them, and with Jagat Chunder Banerjee, candidates for employment. The rumour of many candidates being wanted for Gooroomohashoy circles brought a number of applicants, all of whom had interviews of greater or less length of time.

20. With the Sub-Inspector of the 24-Pergunnahs I discussed the claims of different localities, and in addition to the circles at Behala, Talligunge, Sonthee, Baranagore, and Ariadah, decided on establishing two more at Ishapore and Baraset. The proximity of the Poojah prevented these circles from being brought into operation before my departure.

I was obliged to undertake these examinations, as on an application to Pundit Eshwar Chunder Vidyasagur for three Teachers from his Training School, I was informed that he had none sufficiently advanced at present to discharge the duties of Teachers.

To make provision for Teachers during my absence, it was necessary for me to become personally acquainted with several, for although only seven were wanted immediately, there was a prospect of a much more extensive demand.

21. In order to arrange a Grant in Aid for the Belghoria School, situated near Cox's Bungalow, on the Barrackpore Road, I had three interviews with the principal men of the place, in one of which a peculiarity was brought to my notice which, in the Eastern Districts, is very common, and on which I require instructions. The people in the village having no Zemindar or rich man to support a Teacher, form a Committee, and establish a School. Some members of the Committee may perhaps subscribe to the Institution, but the general plan is to exact schooling fees according to the pecuniary circumstances of the parents of the children. This practice is almost invariable in Native Schools, and being consecrated by the custom of ages is quietly submitted to by the parents. The Committee wish to consider all excess of the fees above a fixed rate as so much subscribed to the School, and want to reduce the fee as low as possible and to reckon extra fees as subscriptions. For example, suppose a School of 50 boys in which,—

5	Boys pay 2 Rupees each, in all Rs.	10	0	0
15	1 „ „	15	0	0
20	8 Annas „	10	0	0
5	4 „ „	1	4	0
5	2 „ „	0	10	0
	Rs.	36	14	0

They wish to reckon all the fees at two annas each, thus—

Fees of 50 boys at 2 annas each, ...	6	4	0
Subscriptions of parents, Rs.	30	10	0
Rs.	36	14	0

They then ask Government to double the subscription of Rupees 30-10-0; a trifling amount of schooling fee (Rupees 6-4) forming the third source of support. I have found the same difficulty in Newabgunge and Dumroy. In these Schools the real subscriptions are nothing, but they ask for Grants in Aid.

The flourishing School at Manickgunge receives only Rupees 2 from the Deputy Magistrate.

22. If in small Vernacular Schools I were allowed to consider four annas as the rate of schooling fee, and payments in excess of this as subcriptions, then many Schools would be entitled to Grants which are now precluded by the Rules from obtaining aid.

On the 21st of October I left Calcutta on my official tour, and arrived at Burrisaul on the 31st, having succeeded in arranging and establishing four Grant-in-Aid Schools at places on my route, *viz.*, two at Barooli, one at Bosurkhalee, and the fourth at Koolnea.

I have the honor to be,
Sir,
Your obedient Servant,
H. WOODROW, M. A.,
Inspector of Schools, East Bengal.

NARRATIVE OF THE ESTABLISHMENT AND PROGRESS OF THE NORMAL SCHOOL, FROM ITS COMMENCEMENT TO THE 30TH NOVEMBER 1855.

It having been found, on an examination of candidates for Teacherships in the new Model Vernacular Schools, that very few among them could take charge of those Schools without a previous training, the necessity of a Normal School for training up Teachers was represented to the Director of Public Instruction, and the establishment of such an Institution having been approved by that Officer, the present Normal School was opened on the 6th July 1855, in anticipation of the sanction of Govern-

ment, the duties of Teachers being temporarily performed by the Assistant Principal of the Sanscrit College and two Sub-Inspectors in the Vernacular Education Department.

2. On the sanction of Government being obtained, the School was formally opened on the 17th idem, with two Masters, one at Rupees 150 and the other at Rupees 50 per month. Baboo Okkhoyceomar Dutt was appointed Head Master and Pundit; Madhusoodan Bachespati, Second Master.

3. No separate building being available, the School was opened in the Sanscrit College premises; but as there are no spare rooms in that building which could be entirely devoted to the purposes of the Normal School, the School is open only in the mornings, when the pupils attend regularly every day, Sundays and authorized holidays excepted.

4. As nearly all the candidates for admission into the Normal School were men in hard circumstances, who could not afford to live in town without pecuniary assistance, the institution of sixty monthly stipends of Rupees 5 each in the Normal School was recommended and also sanctioned by Government. The School was opened with seventy-one pupils, and the stipends were awarded to the sixty most deserving amongst them.

5. No candidates under the age of seventeen years, or above forty-five years, are eligible for admission. Those of the lower castes are excluded for the present.

6. The students are taught from the following books:—

Bodhodoy, Nitibodh, Sacontalah, Kadambery, Charupath, and Bahyabastoo, and receive lectures on Geography, Natural Philosophy, and Natural History.

7. Examinations are held monthly, and pupils who are found inattentive are dismissed. Those who have made creditable progress in the books and subjects aforesaid are selected for Teacherships.

8. In the examination held in August ten pupils were passed, in September fifteen, and in November thirteen. There was no examination in October, in consequence of the numerous Hindoo holidays in that month.

9. Of the past students, twenty-nine have been appointed to the Model Schools, and the remaining (nine) placed at the disposal of the Inspector of Schools, South Bengal, at his request, for employment by him in the aided and indigenous Schools.

10. The test for admission at the commencement was a fair knowledge of the Vernacular, which was ascertained by the candidate's reading the Nitibodh with fluency and correctness, and explaining passages therefrom with tolerable accuracy; but this test, having subsequently been found too low, has lately been raised, and a familiar acquaintance with the following books is now required as a necessary qualification: —

Nitibodha, Sacontalah, Betal Pancha Binsati, Introduction to Sanscrit Grammar.

ESHWUR CHUNDRA SHARMA,

Assistant Inspector of Schools, South Bengal.